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College News

Vol. 8 No. 16 WELLESLEY, MASS., WEDNESDAY, FEBRUARY 17, 1909 Price 5 Cents

Memorial Address on Lincoln

At Chapel on Friday morning, Mr. A. H. Hardy, treasurer of the college, rendered an earnest and appreciative tribute to Abraham Lincoln. Mr. Hardy placed Lincoln as a man who is more to us than a memory, more than a figure in history—rather as an example of a teacher of men. He gave us two very vivid pictures of the Lincoln character which well illustrated the spirit and influence of the man. In the first he pictured for us the interview between the President and his Secretary. Stanton. Stanton, worn out with the incessant cares of his office, had sent in his resignation, but sending for him, Lincoln put his hands on his friend's shoulders and said: "Stanton, you must not leave. There is no one else but you—you're the man for the job,—I can't let you go." And Stanton stayed.

Again Mr. Hardy gave us a glimpse of the true Lincoln spirit by his picture of Lincoln's famous inaugural address with its closing words that earnestly bespoke the friendship of North and South,—words that pleaded for a nation united, not in name alone, but in spirit and in fellowship. And in closing, Mr. Hardy summed up the strength of the man whose death was sincerely mourned in both North and South—as "a leader of men."

Report of Student Building Fund

Do you realize that the Students' Building is now an assured thing, and that with a little more work we could almost have it in *our* day? Everybody is interested in it. The alumnae are as enthusiastic as we are, and are already beginning to send contributions. It is not an easy matter to raise $100,000, but if each girl will only do all she possibly can towards it, it does not seem as if it ought to take such a very long time. Up to the present only three hundred and forty-one (341) girls have handed in their pledges, and this means that there are 939 girls yet to pledge.

This may sound like a very startling statement, but it really is a fact that if each one of the 1280 girls here in college would raise seventy-five dollars, that next year we might have our Glee Club concert in the auditorium of the new Students' Building. Just think of it, everybody who wanted to go could get tickets!

Of the 341 girls who have pledged, 143 are Freshmen and they head the list with $726.00. The Seniors come next. Only sixty-three of them have pledged, and the amount is $493.50 The sum of the sixty-six Sophomore pledges is $419.00, and that of the sixty-nine Junior pledges is $382.25.

Of course every girl in college intends to give something for the Students' Building. It is desirable that all pledges be given to the committee as soon as possible, so that we may have some idea of the amount which is coming from the student body. Remember, these pledges do not have to be paid until April 20, 1909.

A Letter From Hampton

The following letter is from Arlie V. Evans, whose industrial scholarship at Hampton Institute was provided by Wellesley.

Hampton, Va.
January, 1909.

My dear friends:

I find it a pleasure as well as a duty to thank you for paying my scholarship for this year, and to tell you how I am getting along in school. I do thank you so very much. I do not feel that I can thank you enough. Somehow it seems a mystery to me that one can have friends so far away and these friends take so much interest in people they have never seen or heard of. I suppose it is one of God's great works.

Last year I went to night-school, but this year I am going to day-school, and I like it very much. I am in the Junior class. I tried for the Middle class but failed because what I had studied before coming here did not help me very much. Most everything I studied before coming here was taught a different way. It was very hard for me to catch on. Every day it becomes easier for me. At first I was very much discouraged. I felt that everything was against me, because I had tried so hard. I am glad now that I did not be promoted, because what little education I get I want it to be thorough. I am trying hard to make the Middle class by the end of the term. I am trying to make the most of every oportunity. With God's help I am hoping to succeed.

All of the colored girls that go to day-school have one work day out of each week. My work days are in the laundry on Tuesdays. Everything is convenient for working. I have a little work to do every morning at eight o'clock. It comes in nicely, for if I did not have it to do, I might idle away that time. I must say there is but very little time for idling away at Hampton.

I have two cousins for room-mates. We are from the same place and are in the same class. I guess you can imagine what jolly times we have sometimes. Each of us have a certain portion of work to do each morning in the room to keep it clean. Our room has a good ventilation. We have to be very careful with the care of our room because the inspector inspects every morning, and if any dust can be found when we get back from school or wherever we have gone the first thing, we would see right in the dust a note saying, "See the dust." I worked here last summer and I enjoyed being here very much.

My studies are Phonics, Reading, Arithmetic, Music, English, Science, Manual Training and Gymnastics. They are enough to keep me busy. Don't you think so?

We have study hour twice every day. In the morning from seven until eight o'clock and in the evening from a few minutes past seven o'clock until ten minutes of nine. Monday is the day we do not go to school. Some of the children call it a holiday, but I think it is a day too busy for school.

We have prayer meetings on Thursday evenings. Every evening we spend fifteen minutes in prayer.

I spent the Christmas holidays at home. I felt very proud to have people come to me and say, "You have improved so much." I believe my parents felt proud of me too. Again thanking you for your kindness to me. I am,

Yours gratefully,
ARLIE V. EVANS.

The 100th Anniversary of Darwin

On Saturday morning, Miss Hayes gave a short address in chapel on Charles Darwin, the centennial of whose birth was February 12. Darwin was a boy of seventeen when he read his first scientific paper in Edinburgh; and fifty-six years afterwards, when he knew he had written his last paper and said: "I am not afraid to die," he had earned a place of honor in Westminster Abbey, beside the tomb of Isaac Newton. Darwin's "Origin of Species" was as great a book to the nineteenth century as Newton's "Principia" to the seventeenth. When Darwin wrote his introduction, a new era began, and now we can no more go back to a pre-Darwinian conception of biology than we can return to a pre-Copernican theory of the solar system. At the close of his autobiography, Darwin said he believed he had been right to devote his life to scientific investigation; but it is seldom that a man has had to face such opposition and misunderstanding. If he had lived a few centuries earlier, the rack and stake must have been his portion. His method of research, slow, careful, accepting only facts, was like that of Galileo, and indeed he did for the natural sciences what Galileo did for astronomy. Darwin never held a chair in a university, but the greatest professors have looked to him as their master. It is as the man who has done most for modern scientific knowledge that the world remembers the one-hundredth anniversary of the birth of Charles Robert Darwin.

College News

THE MAUGUS PRESS

Published weekly. Subscription price $1.00 a year to resident and non-resident.

All business correspondence should be addressed to Miss Anna Brown, Business Manager, COLLEGE NEWS.

All subscriptions should be sent to Miss Sally King.

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"Entered as second class matter, November 12, 1903 at the Post Office at Wellesley, Mass., under the Act of Congress, March 3 1879."

EDITORIAL

"It rests with the young women of this day to decide whether Wellesley shall be a boarding-school writ large."

This is the warning in the article on "Prerequisites to an Ideal College" in the February Magazine. To those who came to college with a round-eyed ideal of the place of learning, and who gradually saw that the work at which they had marvelled, could be slid through in a little time even by themselves, and that the play was very exuberant and fascinating, this reproach of "boarding school" is arresting. It phrases a dim apprehension and grows to a conviction. Wellesley, in one sense, is like a boarding-school, even such a boarding-school as one scorned one's friends for choosing. And this is the sense. Here is a meditated day's schedule—perhaps not typical, but frequent,—"German and Psych" or anything else you choose tomorrow morning. Bible at 1.30. Economics at 2.25. Well I must go to Debating Club—or any other club you choose—tonight and must go to M's party at 9.45 to meet such and such an interesting girl. I can't study after I eat. That leaves me two periods tomorrow and between one and one-thirty for German and Psych, Bible and Economics. Don't need to do Psych till a quiz. One gone—can get the story of German, first period—if nobody comes in—and do all the Bible I need. Then there's a period and a half for Lit. and Economics. Concentration will do it. Crew call-out at 4.15. Then by the time I get my bath it will be dinner and must go to a society meeting tonight and talk about it afterward.

This represents an individual attitude that illustrates the boarding-school idea.

The general life superficially contributes to the boarding-school impression too—the dress show in College Hall Parlor of a Sunday afternoon for instance. Then there is, except at midyear time, an atmosphere of hurry and excitement hardly conducive to scholarly work. All these things make the unwilling student acknowledge that her college seems "boarding-school."

But the student, though feeling that she has lost by the life, feels too that she has gained. She has a feeling that she must choose one of two masters, and is loath to leave either. For the "life" accomplishes a great deal in the development of the student. First and foremost she learns to know and understand people. To be sure it is a one-sided knowledge for the people are only girls, but one can draw one's own conclusions from watching the management of mere girls, about the management of any people. Especially does society life touch the ways of people—a humorous, applied psychology. Those who have the directing of a cast at the Barn, or the management of any other organization, get suggestions of the difficulties of politicians—even of national politicians. There may be had a great deal of observations to enlighten one, and teach one the ways of people today, and what made history years ago. Besides this, in working, the student discovers possibilities in herself which at home might be swamped. The timid one may gain self-reliance, and the conceited may meet rebuffs. And the student pursuing her way upward through college and having the heroes of Freshman year, the familiars of upper-class year, learns to value reputations little, and character and reliability much.

In this sense the "life" is only a helpful complement to the study. It is actually true that the student tests her Psychology, her Economics and History by the living conditions around her, and without this practical test of her active living and active relations with other people she would miss the application of the theories she is learning. The life keeps her testing, adjusting her knowledge and trying to practice the standard of living which she has learned, comparing this ideal with the real. As such a bodyguard the "life" is not in compliance with the ideal of a college which is the "home" ..... (perhaps not exclusively the academic home) of those who appreciate in some degree, the magnitude of the three-fold task; the acquiring of the essentials of knowledge that is of most worth; the adjusting of one's mental machinery so that it may be warranted to run; and the setting of one's moral life to the high mark of preferring truth, however much it may clash with one's deepest prejudice and dearest of opinions." The very fact that the life shows itself in many ways faulty, gives the mind stern practice in preferring truth to prejudices.

As such a practical complement to study, a paper on which one's thoughts are marked, the life is invaluable to the student, and the unfortunate fact is, that if there is no study, the life isn't a complement to it, and if there are no thoughts, the paper is blank. The reason why the student has gained a great deal from her relations with other students, is because the thinking she has done in her study, has shown her the way. When interest in the "life" possesses the whole student-body so completely that they cannot put their attention on study, then the college deserves the reproach "Boarding-School."

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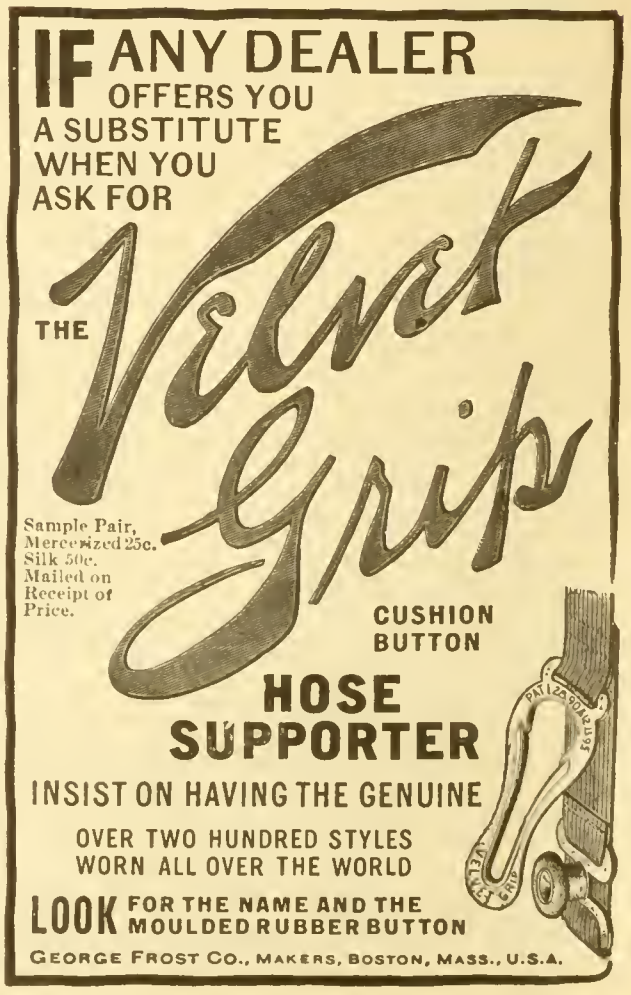

For then the "life" becomes simply play, and although play is natural and as such necessary and inevitable in a community of young girls, the amount of play which is done here, now, and the absorbed interest in it threaten to choke all other interest so that the college falls far below the ideal which was held for it, and is a waste of effort.

The proportion is wrong for, even in a college which willingly or not, fills the popular demand, not of a few specialists, but of many girls who are going to live ordinary lives, study should be the fountain head. But it is not likely to suppose that such a mass of girls, unstimulated by a definite ambition for their learning are likely to do any more than is required, and it is likely that they will spend as much time as they can get in more or less earnest amusement. The fault in the emphasis here does not come because there are too many organizations and outside interests which keep girls from work, because they learn how to go through their courses with their attention fixed elsewhere. Loafing would take the place of organized work. But when a girl finds herself in courses where she has to think and work for herself, where she can't pull through on appearances, she gives up other things to work for those courses and to save herself from being sent home to a real "boarding-school."

Theatre Notes

HOLLIS STREET THEATRE—Happy Marriage. Love Watches February 22
PARK THEATRE—Fluffy Ruffles.
COLONIAL THEATRE—Little Nemo.
MAJESTIC THEATRE—The Witching Hour.
TREMONT THEATRE—A Waltz Dream.

College Calendar

Saturday, February 20, 7.30 p m., in College Hall Chapel, Glee Club concert.

Sunday, February 21, 11 a. m., services in Houghton Memorial Chapel. Sermon by Rev. William R. Taylor, D. D., of Rochester, N. Y.

7 p. m., Vespers. Special music.

Monday, February 22, Second Semester begins.

10 a. m. in College Hall Center, Washington's birthday celebration.

7.30 p. m., Second Glee Club concert.

Tuesday, February 23, 4.20 p. m., Recital in Billings Hall.

Wednesday, February 24, 4.20 p. m. in Billings Hall, Symphony lecture by Professor Macdougall.

Service List

Sunday Evening, February 14, 1909.

SERVICE PRELUDE
PROCESSIONAL
INVOCATION
HYMN: 230
SERVICE ANTHEM: Day is dying in the West — *Salter*
PSALM: 67 (Gloria Patri)
SCRIPTURE LESSON
ADDRESS
PRAYER
ORGAN: Slow movement from the *Unfinished Symphony* — *Schubert*
CHOIR: "Saviour, again to Thy dear name" — *Llewellyn*
ORGAN: Vesper Hymn — *Raff*
PRAYERS: (with Choral responses)
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Parliament of Fools

I saw a girl with a sorrowful port
Murmuring gloomily, "Life's too short."
"What's wrong?" said I. "Oh, I want my News,
But on that table are slews and slews.
Mixed up, the A's with the W's,
And to hunt for my own I simply refuse.
Life's too short!"

I saw her next to her books resort,
But soon she paused, crying, "Life's too short.
I've studied all day and all night too.
For today I have three papers due,
And tomorrow a quiz, and the next day two.
With all this work I can never get through;
Life's too short!"

As I passed her again; I was sure I caught
The same refrain of "Life's too short."
When I asked her the trouble she hastened to state
That in her class there were twenty and eight
Who all for the same book had to wait,
And use it before a very near date.
Life's too short!"

I tried to tell her I really thought
That for all this work life was not too short.
That although her path was not strewn with roses,
Still there were places where hope reposes.
"If in our books we would bury our noses
And work,"—"But at six the library closes.
Life's too short."

"You're right," I said; "You have really taught
Me quite to believe that life's too short.
Hours spent in front of the Barn, in song:
Aiding committees to which you belong;
Attending rehearsals that take too long—"
"Oh, it's not for those things," she cried, ("you're wrong!)
That life's too short."

II.

Oh how the times are changing
We go from bad to worse
The sleigh goes dangling down the road
And up-turns a hearse

Oh how the times are changing
Indeed I've often said
Men used to earn their living
But now they urn their dead.

You may think this is poetry
But it is not, the printer
Just merely set it this way
To fool you, for once.

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Free Press

During the Mid-year season, particularly, there is a form of courage which we shall all do well to strive for. It is indicated in the following quotation from Dr. Osler, formerly of Johns Hopkins, but recently called to the University of Cambridge, England. How gracious and happy might the atmosphere of Wellesley be if we heeded his words:

"*You may learn to consume your own smoke.* The atmosphere is darkened by the murmurings and whisperings of men and women over the non-essentials, the trifles that are inevitably incident to the hurly-burly of the day's routine. Things cannot always go your way. Learn to accept in silence the minor aggravations, cultivate the gift of taciturnity, and consume your own smoke with an extra draught of hard work, so that those about you may not be annoyed with the dust and soot of your complaints." S. H.

II.

Not long ago in one of my classes, the question was raised whether a girl could tell the truth here in college and succeed. Opinion on the subject was divided, and the negative side was not the smaller. I think it came as a shock to some of us to realize that the truth had been so far neglected here as to make such an opinion possible. I do not wish to make too strong an accusation nor to advocate a rude and unnecessary "blurting out" of the truth on all occasions, but should we not be more careful in our everyday social intercourse with one another to be absolutely true. Shall we let so-called "politeness" take the place of the kindly told truth? Have we any right to be too lazy or too afraid to be absolutely sincere? I think we all admire the girl who shows true frankness. Shall we not try to show it, too?

1909

CORRECTION

The News wishes to correct the marriage announcement in the issue of February 10. Edith Emerson Butler should be read in place of Edith Emerson.

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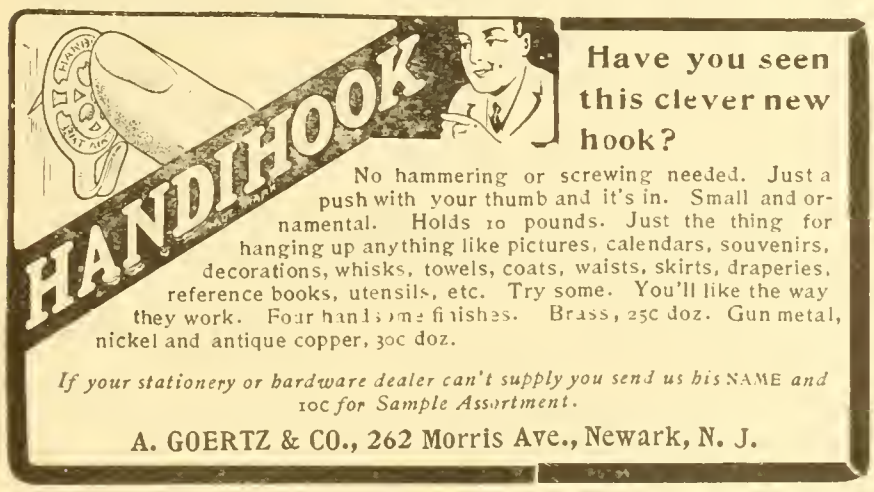

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OXFORDS OR BOOTS, Tan or black, in large and small, but no medium sizes, Extra $3 to $4 values at — **$1.95**

$5.00 Patent Calf Welt Dress Boots
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— **$2.89**

HIGH STORM OR SKATING BOOTS, oil grain leather. Special at . . . . . — **$5.00**

Music Notes

Mr. Macdougall will give the usual series of Mid-year organ recitals in the Memorial Chapel, beginning Wednesday, February 17, at 4.20. The programme of the first is as follows:

I. Fifth Organ Sonata *Mendelssohn*
Mendelssohn was born Feb. 3, 1809.

II. Grand Chorus in A major *Ralph Kinder*
Organist of Holy Trinity, Philadelphia.

III. Morceau a la Musette *Purcell J. Mansfield*
Mr. Mansfield, a very clever young organist of Tarquay, England, has dedicated this piece to Mr. Macdougall.

IV. Overture to "Rosamunde" *Schubert*

Mr. Macdougall desires to call attention to a very interesting Pianoforte Lecture-recital by Mr. Alvah Glover Salmon of Boston, on the music of modern Russian composers. Mr. Salmon has had the unusual advantage of personal acquaintance with many of the most celebrated composers among the "new Russians" and he will bring to us the results of his study on Monday evening, March 1, in Billings Hall, at 7.30 p. m. The tickets to the public are fifty cents; but, through a most generous proposal from Mr. Salmon college students, for their own, *personal* use, may have tickets free. This applies to all Wellesley students, whether in the Music Department or not.

Athletic Association Applicant Lists for Organized Sports

All wishing to enter Organized Sports must sign applicant sheets to be posted on the Alumnae Association Bulletin Board on the following dates:

Rowing (Freshmen only), Basketball, Hockey — February 23-26
Cross-country Running, Tennis — March 9-11.
Archery, Golf — March 23-25

For information and advice concerning physical suitability in respect to sports, consult the Director of Physical Training, Miss Lucile E. Hill.

OFFICE HOURS

Tuesday and Thursday—5.35-6 p. m., at the Barn.
Wednesday and Friday—5.35-6 p. m., at 252 College Hall.

Alumnae Notes

In addition to notes concerning graduates, the Alumnae column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Mary Caswell has received the following information regarding former students of the college.

Frances Blanche Arter, 1889-92, 1893-94, B. L. Western Reserve University, Cleveland, 1895. Married, September 27, 1898, to Mr. Louis Eugene Myers. Address, 1596 East 101st Street, Cleveland, Ohio.

Adeline Carrie Teele, Sp. 1889-92, 1893-94. Married August 17, 1907 to Mr. George W. Billings. Address, Milford, Mass.

Waller Irene Bullock, Sp. 1892-94. Address, Carnegie Library, Pittsburg, Pa.

Fannie Arnold Carpenter, 1893-96. Mrs. Gerald Lester Parker, 78 Lancaster Terrace, Brookline, Mass.

Miss Helen Johnston, 1905, is teaching English in a High School in Rochester, N. Y.

Miss Ethel Sullivan, 1905, has been studying in the Sorbonne.

Miss Sarah B. Mitchell, 1907, is teaching in the East Liverpool (Ohio) High School.

Miss Dorothy Hazard, 1908, is taking some art courses in Syracuse University.

Marriages

Megee—Henry. Florence P. Megee, 1906, to Mr. Ward P. Henry, of Des Moines, Iowa. Address 28th & Ridge Road. Des Moines, Iowa.

Deaths

At Wenham, Mass., on Sunday, February 7, George Merril Magee, husband of Helena Bullert Magee (1903).